



# Resources to Support Tertiary Education Institutions to Model and Teach Te Tiriti ō Waitangi

*New Zealand Journal of Teachers' Work, Volume 7, Issue 2, 184-189, 2010*

---

MARGARET STUART AND WAANA WATENE

*Waikato Institute of Technology*

## ABSTRACT

*In a recent issue of this journal we published an article 'Partners for success: Grappling with new concepts that challenge the old'<sup>1</sup> in which we advocated for using both Treaty Partners as co-teachers when teaching the subject of Te Tiriti ō Waitangi. The topic of how to work on anti-racism in tertiary institutions is often controversial; it is one many struggle with both nationally and internationally. To support others engaging with the topic we have been invited to provide an accompanying resource list and commentary to support those who wish to explore this area further.*

### **1. Understanding the responsibilities of teaching Te Tiriti: Reflections from Pākehā teachers and those seeking educational change in the Non-Governmental Sector**

There are a number of published and unpublished writings, relevant to Aotearoa/ New Zealand, from those seeking attitudinal change in this country; these include:

Consedine, R., & Consedine, J. (2001). *Healing our history: The challenge of the Treaty of Waitangi*. Auckland: Penguin Publishers.

Glover, M., Dudgeon, P., & Huygens, I. (2005). Colonization and racism. In G. Nelson & I. Prilleltensky (Eds.), *Community Psychology: In pursuit of liberation and well-being* (pp. 330-347). Houndsmills, Basingstoke, UK: Palgrave Macmillan.

Huygens, I. (1999). An accountability model for Pākehā practitioners. In N. Robertson (Ed.), *Maori and psychology: Research and practice. The proceedings of a symposium sponsored by the Maori and Psychology Research Unit*. Hamilton: Maori & Psychology Research Unit.

Huygens, I., Nairn, M., Humphries, M., Nairn, R., Black, R., & Mc Creanor, T. (2004). Cumulative theorising across the country. *Australia New Zealand Third Sector Research (ANZTSR) Conference Proceedings – Building bridges and strengthening bonds: Broadening our understanding of Third*

---

<sup>1</sup> Watene, W. & Stuart, M. (2010). Partners for success: Grappling with new concepts that challenge the old. *New Zealand Journal of Teachers' Work*, 7(1), 3-7

*Sector across regions and diversity* (pp.85-94), Brisbane, 24-26 November.

Kirton, J. D. (1997). *Tauiwī/Pākehā: Seeing the unseen*. Hamilton: Waikato Antiracism Coalition.

Martin, B. (2006). *Te Tiriti o Waitangi, ethics and environmental governance*. Unpublished manuscript. Whangarei: Network Waitangi.

Snedden, P. (2004). *The Treaty of Waitangi – Source of disunity or template for cultural inclusion*. A public talk at St Benedict's, Newton, Auckland. Retrieved April 3, 2009, from <http://www.stmatthews.org.nz/nav.php?sid=76&id=402>

## 2. Māori educators discussing such topics

Māori have written extensively on the topic of the two world-views 'talking past each other'. Particularly relevant here to this topic are:

Bishop, R. (2000). *Nau te rourou, nāku te rourou* Māori education: Setting an agenda. *Waikato Journal of Education*, 6 (3).

Smith, L. T. (1999). *Decolonising methodologies: Research and indigenous peoples*. Dunedin: Otago University Press.

Smith, L. T. (2000). Creating anthologies and other dangerous practices. *Educational Theory*, 50(4), 521.

## 3. Caucusing – the issues and dilemmas

Caucusing has been presented by some as a form of separatism, to be avoided; or a teaching model that is not cost-effective. In the model of treating 'all the same', caucusing can be viewed as contentious. There are equitable advantages for spiritual and cultural safety, however, for Māori participants being offered a space away from those of the dominant culture; see:

Giles, R., & Rivers, S., (2009). Caucusing: Creating a space to confront our fears. *Aotearoa New Zealand Social Work*, 21 (1 & 2), 60-71.

Greenwood, J., & Brown, L. (2003, July). *The Treaty, the institution and the chalk face*. Paper presented at the Teachers as Leaders: Teacher Education for a Global Profession, Melbourne, Australia. These two authors have written several papers on the topic of Treaty teaching.

Jones, A. (2008). Rethinking collaboration: Working the indigene-colonizer hyphen. In N. Denzin, Y. Lincoln, & L. T. Smith (Eds.), *Handbook of critical indigenous methodologies* (pp. 471-486). New York: Sage.

The book by R. Consedine & J. Consedine noted above also deals with the underpinning rationale of caucusing.

#### 4. Government agencies' expectations of changed practice for teachers: The education sector

The Education Review Office and the New Zealand Teachers' Council have expectations that early childhood education services and other educational institutions will promote changed outcomes for Māori children. While their views differ from the NGO perspective, there are some useful items here, including:

Education Review Office, (July 2008). *Māori children in early childhood: Pilot study*. Retrieved April 4, 2009, from the Education Review Office Web site: <http://ero.govt.nz/ero/publishing.nsf/Content/maori-chldn-ec-pilot-jul08>

For a more direct challenge to assimilationist practices, and their effect on the use of Te Reo Māori, see:

The Waitangi Tribunal. (1986). *Report of the Waitangi Tribunal on the Te Reo Māori Claim*. Wellington: Waitangi Tribunal. Report Number Wai 11. Retrieved February 5, 2008 from the Waitangi Tribunal Web site: <http://www.waitangi-tribunal.govt.nz/reports/summary.asp?reportid={6113B0B0-13>

#### 5. Discursive critiques of tertiary institutions' practice

There are a number of writings by New Zealand authors advocating for institutional change; arguing for institutions to minimise the differences between their 'espoused practices' and 'practices in use'. We have included here a smorgasbord of readings including critiques of NZ tertiary institutions, and of early childhood teaching, pedagogy and practices:

Brown, C. (2006). Reading the organisation: A case study. *New Zealand Journal of Adult Learning* 34(1), 85-103.

Purdue, K., Gordon-Burns, D., Gunn, A., Madden, B., & Surtees, N. (2006, November). *Supporting inclusion in early childhood settings: Some possibilities and problems for teacher education*. Paper presented at the Reconceptualising Early Childhood Education Conference, Rotorua, N.Z.

Ritchie, J. (2003, January). *Crossing Borders: The relevance of cultural values and understandings in our construction of quality*. Paper presented at the Reconceptualising Early Childhood Education Conference, Tempe, Arizona.

Ritchie, J. (2005). 'It's the controlling still': Power effects in the implementation of the bicultural/ bilingual early childhood curriculum in Aotearoa/ New Zealand. In S. May, M. Franken & R. Barnard (Eds.), *LED 2003: 1st International Conference on Language, Education and Diversity Conference Proceedings and Keynotes*. Hamilton, N.Z.: The University of Waikato.

Ritchie has written extensively on such issues in a range of publications.

## 6. International perspectives of anti-racism

Anti-racism has been extensively written about in the international context, where change is seen in the context of a multi-cultural context. One Taiwanese academic, H. C. Chueh, has written of her experiences as a new immigrant with English as a second language in the New Zealand tertiary education system. Her academic work challenges teachers' theories-in-use, where despite good intentions, such students often feel alienated.

Chueh, H. C. (2004). *Anxious identity: Education, difference and politics*. Westport, USA: Praeger.

Chueh, H. C. (2005). The Multiculturalism Caveat: Pedagogy of the politics of difference. *Policy Futures in Education*, 3(4).

The causes of entrenched institutional racism have been written on, too, by academics in the British and American contexts of multi-culturalism. We have found the post-structural analyses of J. J. Scheurich useful. He critiques the interwoven epistemologies and assumptions that underlie our thoughts and ways of ordering our world academically and that remain invisible to us. Teaching is fraught, he and his co-writers suggest, given the difficulty of such structural issues.

Scheurich, J. J., & Young, M. D. (2002). Coloring epistemology: Are our epistemologies racial biased? In J. J. Scheurich (ed.), *Anti-racist scholarship – An advocacy* (pp. 51-74). New York: State University of New York Press.

Scheurich, J. J. (2002). *Towards a white discourse on white racism*. In J. J. Scheurich (ed.), *Anti-racist scholarship – An advocacy* (pp. 25-37). New York: State of New York Press.

Mikhail Bakhtin has written on dialogical theory, for instance see:

Bakhtin, M. M., & Holquist, M. (1981). *The dialogic imagination: Four essays*. Austin: University of Texas Press.

Bakhtin, M. M. (n.d.). Retrieved December 20, 2006 from the University of Colorado Website:

<http://www.colorado.edu/English/ENGL2012Klages/bakhtin.html>

There are writings from anti-racist teachers and workers keen to engage with what such epistemologies mean for teaching practice. Here we include:

Assaf, L. C., & Dooley, C. M. (2006). Everything they were giving us created tensions: Creating and managing tension in a graduate level multi-cultural course focused on literacy methods. *Multicultural Education*, 14(2), 42-50.

- Basham K. K., Donner, S., Killough, R. M., & Werkmeister Roza, L. W. (1997). Becoming an antiracist institution. *Smith College Studies in Social Work* 67(3), 564-584.
- Dei, G. (1996). *Anti-racist education: Theory and practice*. Halifax: Fernwood.
- Solomon, R. P., & Levine-Rasky, C. (1996). Transforming teacher education for an anti-racism pedagogy. *The Canadian Review of Sociology and Anthropology*, 33(3), 337.
- Solorzano, D. G., & Yosso, T. J. (2001). From racial stereotyping and deficit discourse: Towards a critical race theory in teacher education. *Multicultural Education*, 9(1), 2-9.
- van Dijk, T. A. (2007). Racism, the press and freedom of expression: A summary of ten theses. [Electronic Version]. Contributed to a publication of the European Commission against Racism and Intolerance (ECRI) of the Council of Europe. Retrieved February 3, 2007, from [www.discourses.org](http://www.discourses.org)

### Final comments

We have offered information on a range of topics, which we hope keen readers will find useful. While our specific focus was on the needs of beginning teachers in early childhood education, we have approached this resource compilation from a broader perspective. With a range of readings from national to international, including a bi-cultural to multi-cultural perspective, we hope readers will seek out information appropriate to their needs and contexts.

## **ABOUT THE AUTHORS**

**MARGARET STUART**

*Waikato Institute of Technology*



Margaret is a lecturer in the School of Education, Waikato Institute of Technology, where she teaches on both the Diploma of Teaching Early Childhood Education, and the Bachelor of Teaching Early Childhood Education. She is currently enrolled as a PhD student.

Email: [Margaret.Stuart@wintec.ac.nz](mailto:Margaret.Stuart@wintec.ac.nz)

**WAANA WATENE**

*Waikato Institute of Technology*



Waana is of Waikato, Ngāti Maniapoto, Ngāti Maru, Te Aitanga a Mahaki and Hauiti descent. She is a lecturer in the School of Education, Waikato Institute of Technology, where she teaches on both the Diploma of Teaching Early Childhood Education, and the Bachelor of Teaching Early Childhood Education. She is also Kaiāwhina for these students. She has recently completed her postgraduate studies.

Email: [Waana.Watene@wintec.ac.nz](mailto:Waana.Watene@wintec.ac.nz)